

Research on the Docking of Pre-service Training of Music Teachers and Basic Music Education in Ningxia*

Henghui Ma

School of Music

Shaanxi Normal University

Xi'an, China 710119

School of Music and Dance

Ningxia Normal University

Guyuan, China 756000

Abstract—Located in the northwest inland area in China, added with many special objective reasons of regional location, geographical environment and aggregation of ethnic minorities, Ningxia's economic society and cultural education relatively lag behind other areas in China. Through the survey and analysis, we can see that the teachers of basic music education have shouldered multidimensional working roles, so their work presents a certain degree of lack of ability and lack of stamina, reflecting the fact that there is a certain degree of disconnection between the actual needs of pre-service training of music teachers and basic music education work. By analyzing the multiple problems existing in the actual situation, this paper puts forward the rationalization proposals to solve the problems, so as to expect that the music teachers who meet the demands of basic music education will be gradually cultivated in the pre-service training of music teachers in the future, form the perfect docking of pre-service training of music teachers and basic music education and further improve the quality of Ningxia pre-service music teacher training.

Keywords—Ningxia pre-service training of music teachers; basic music education; docking

I. INTRODUCTION

Located in the northwest inland area in China, added with many special objective reasons of regional location, geographical environment and aggregation of ethnic minorities, the economic society and cultural education of Ningxia Hui Autonomous Region relatively lag behind other provinces and cities compared with other developed areas in China. The Music Course Criterion for Full-time Compulsorily Education (Experiment Draft) issued by the Ministry of Education in 2001 indicated that the reform of Chinese basic music education in twenty-first century had officially launched, and The Music Course Criterion for Full-

time Compulsorily Education (Revised Draft) issued by the Ministry of Education in 2011 indicated that Chinese basic music education had been further optimized and deepened after the completion of reform for ten years, and the increasing in-depth reform process for basic music education makes a higher request for the comprehensive abilities of basic music teachers.

Through the survey and understanding for the working condition of Ningxia basic music teachers from 2015 to 2017, we have found that most of basic music teachers who graduated from the colleges and universities in Ningxia had played multidimensional working roles, such as “teachers” in the classroom, “trainer” in the music extracurricular activity, “actor” in the stage show, “director” in the cultural program rehearsal, “inheritor” in the inheritance of intangible cultural heritage and “research” in the education and teaching research. Facing multidimensional working roles in the work, Ningxia basic music teachers present a certain degree of lack of ability and lack of stamina, reflecting the fact that there is a certain degree of disconnection between the actual needs of pre-service training of music teachers and basic music education work. Therefore, the perfect docking and coordinated development of pre-service training of music teachers and basic music education have become the objective needs and inevitable choices of music education development.

II. THE EXISTING PROBLEMS IN THE DOCKING OF PRE-SERVICE TRAINING OF NINGXIA MUSIC TEACHERS AND BASIC MUSIC EDUCATION

The task of pre-service training for basic music teachers in the Ningxia Hui Autonomous Region is mainly assumed by undergraduate program of musicology (teacher's education) in colleges and universities in Ningxia. Although colleges and universities in Ningxi have greatly reformed the curriculum and teaching for the musicology (teacher's education) major under the guidance of some documents issued by Ministry of Education, such as Guidance Program of Musicology (Teachers' Education) Undergraduate

*The complete information of fund program: the staged research achievement of Research on the Reform of Talent Training Model in Local Normal Colleges under the Background of Application Transformation of the major project in 2018 of the funding project (project number: NXYLXK2017B11) in the first-class discipline construction of colleges and universities in Ningxia.

Curriculum in National Colleges and Universities (JiaoTiYi [2004] No. 12), Guidance Outline for Required Courses Teaching of Musicology (Teacher's Education) Undergraduate in National Colleges and Universities (JiaoTiYi [2006] No. 12), and Opinions on Vigorously Promoting the Reform of Curriculum for Teacher Education (Teacher [2011] No.6), so as to cultivate the qualified personnel who meet the development of basic music education. However, there are actual problems existing needed to be solved in the implementation of docking of pre-service training of music teachers and basic music education.

A. Ideology

Ideology, especially the ideology problems of teachers in colleges and universities, is the first question in the pre-service training of Ningxia music teachers. The musicology (teacher's education) major of colleges and universities in Ningxia has inherited the ideology of teaching mode of professional musical colleges to a certain extent, and just paid attention to teaching professional skill performance in the teaching process, but ignored the cultivation of students' teaching skills and comprehensive quality, which is a common phenomenon and leads to this situation that the education and teaching content cannot completely undertake the actual work demands. Especially for the course teachers, the professional education they have received almost comes from the music education mode of professional musical colleges, and the education and teaching concepts subtly affect his students in the teaching. Although they constantly learn and receive the document spirits of education and teaching reform in the new era, the change of their teaching concept needs a process of constant absorption and gradual transformation. It is an important problem that needs to be solved urgently to fundamentally change the ideology of education and teaching as soon as possible, so that the level of professional skills and the comprehensive quality of students go hand in hand.

B. Training Program

Through the research on the specialized courses and teaching for the musicology (teacher's education) of colleges and universities in Ningxia, it can be seen that the professional talent training program of the musicology (teacher's education) of colleges and universities in Ningxia is formulated according to the regulations of related document spirits of Ministry of Education, but there still are some unmatched problems between the specialized training goal and curriculum framework in the suitable talent training program. In particular, the content of Western music culture is in a dominant position in the whole specialized courses, but the content of Chinese music culture just has three or four courses in the whole course system, which reflects that the "Western-culture-oriented theory" has a deep impact on Chinese music education. This kind of talent training program structure that does not pay enough attention to Chinese music culture is extremely unfavorable for establishing students' Chinese culture self-confidence and inheriting excellent traditional music culture; the second is that the curriculum design of training program does not consider the actual demands of basic music education. The

training program neglects and lacks the some necessary education and teaching contents in the basic music, such as local opera music, intangible cultural heritage music and other more excellent Chinese traditional culture courses, as the classroom and extracurricular teaching activities of cucurbit flute, bamboo flute and other national instruments that students love to see and hear, as the popular music, movie and TV music and electronic music and some courses of mass media in music category; the third is that the theories of some courses in the training program are professional, and it ignores the problems of knowledge integration and correlating the theory with practice. These problems are mainly embodied in the course group of composing technique theory, which are separate from the teaching of composing technique theory, such as acoustics, work analysis, song writing, polyphony and orchestration, ignore that the goal of talent training is the music teachers of basic education, and the education courses also have such phenomenon. The fourth is that there are many required courses and few elective courses. This problem may cause that the scope of knowledge of students is narrow and their interests and hobbies cannot be further activated and cultivated, which is not conducive to training the talents and meeting the requirements of training compound, skill-oriented and applied talents in the Guidelines of the National Program for Medium-and-Long-Term Educational Reform and Development (2010-2020). Therefore, based on the talent training goal, further revising and optimizing the curriculum structure of the talent training program, establishing China's cultural self-confidence, enhancing innovation ability and improving the overall quality of music talents are important issues that should be solved at present.

C. Professional Ability

The decline of professional ability is another gut-wrenching problem faced by musicology majors (teacher's education). Musicology majors (teacher's education) must have excellent music professional skills, which is the basis for music education and what content to be taught. Musicology majors (teacher's education) also must have educating ability as a teacher, which is the guarantee of music education and how to teach. As a result of the popularization of higher education, colleges and universities continue to expand enrollment. The number of students majoring in musicology has increased rapidly but the quality is not optimistic. However, there is no increase the number of professional teachers. Colleges and universities cannot meet the needs of students' professional teaching in accordance with the education and teaching law of art, which leads to the fact that the teaching form of professional music skills which should be implemented in individual courses has become totally different. Skill lessons in the teaching form of group lessons and collective lessons are forced to be born at the right moment because of insufficient understanding or budget. Three or five or even ten students attend a skill class together, and it is difficult for teachers to teach students in accordance with their different situations in just 45 minutes. As a result, the teaching and learning have not achieved the original effect, and benefits to learners are limited, and the quality of teaching cannot be guaranteed. The professional

ability of students has not been further improved, but helplessly decreased with it. They cannot face all kinds of education and teaching activities of elementary music education with full confidence. Another important problem of musicology major (teacher's education) in Ningxia universities is to build a reasonable teaching body in quality and quantity, conduct education and teaching activities in accordance with music art education and teaching rules stipulated in relevant documents of the Ministry of Education, and further improve college students' professional ability.

D. Practical Education

Incomplete and inadequate practical education is another important issue affecting the pre-service education of music teachers. Practice education is practical activities carried out to help students to better accept school education and develop in an all-round way. It is a unique and indispensable part of professional learning of music majors as well as a bridge from school to society. Practice education mainly includes three aspects, namely, professional practice, educational practice and social practice. Professional practice mainly refers to teaching report concert, graduation concert, school year report concert, etc. The educational practice mainly consists of graduation thesis, practice teaching/probation, study, and so on. Social practice mainly includes folk songs collection in the field, teaching performances, social surveys, etc. Due to various reasons such as insufficient class hours, lack of opportunities or neglect of practice, students cannot fully participate in practical education activities, so that students is weak in practice and timid in class teaching, and lack social responsibilities, which are more common. Therefore, comprehensive and full implementation of practice education to continuously improve the quality of education and teaching is another major issue that needs to be solved in music teachers' pre-service education.

The above four issues are the main problems in the docking of pre-service training of music teachers and basic music education in Ningxia. By sorting out and analyzing the relevant literature of such researches in China, the four issues are also representative and typical in the process of docking and collaborative development of pre-service training of music teachers and basic music education.

III. SUGGESTIONS ON THE DOCKING OF PRE-SERVICE TRAINING OF MUSIC TEACHERS AND BASIC MUSIC EDUCATION IN NINGXIA

In order to adapt to the actual needs of basic music education, the reform of pre-service training of music teachers in Ningxia is imperative, so as to realize the all-round docking of pre-service training of music teachers and basic music education, train high-quality music education teachers who can adapt to basic music education, and further improve the quality of basic music education. This situation also largely reflects and represents the basic situation of the docking of pre-service training of music teachers and basic music education in other parts of China. Therefore, from 2012 till now, the Ministry of Education has promulgated a

number of overall and specialized documents, such as *Several Opinions on Improving the Quality of Higher Education in an All-round Way* (2012), *Opinions on Implementing the Training Plan for Excellent Teachers* (2014), *Guidance Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Applied Universities* (2015), *Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities* (2015), *Opinions on Strengthening the Educational Practice of Normal Students* (2016), *Notice on the Implementation Measures for the Professional Certification of Normal Colleges and Universities (Interim)* (2017), and so on. New requirements have been put forward for the further improvement of the quality of higher education and teacher education, and various unreasonable situations in actual work have been gradually changed through administrative means. Meanwhile, this also provides a guide for the reform of pre-service training of music teachers in Ningxia. Combined with the actual situation of our university, we believe that we should comprehensively consider and gradually solve them.

A. Quickly Changing Ideas and Constantly Renewing Ideas

Thoughts and ideas are the premise and foundation of action. Information globalization and cultural pluralism are the most noticeable features of our times. The advancement of the new era and the development of social economy require that our thoughts and ideas should keep pace with the times and constantly change. We should actively learn the policy documents that guide the development of higher education in the new era, especially the documents related to teacher education and cultural development. We must have a thorough grasp of the documents listed above, quickly transform our thinking and constantly update our concepts. At the same time, we should the actual situation of musicology undergraduate (teacher's education), take the demand-oriented and problem-oriented factor as the leading factor, start from main employment situation of students, earnestly study the educational teaching concepts of basic music education, research the standard of basic music courses, and analyze the teaching methods of basic music textbooks, so as to further understand and grasp our educational ideas and concepts and lay a good foundation for the further pre-service training of teachers.

B. Conducting Market Research and Refining the Training Program

One who makes no investigation and study has no right to speak. Field survey is the first step to revise and improve the talent program. Under the guidance of new ideas and in accordance with the needs of the new era, we will conduct an all-round research. With the market demand and problem orientation as the main reference, universities will conduct a tripartite field survey of university itself, regional counterparts and basic music education teachers, clarify their opinions and suggestions, and summarized the appeals and goals of the three parties. Under the guidance of the relevant documents of the Ministry of Education and based on the actual situation of Ningxia, we will make a comprehensive design, and fully seek opinions from all parties, especially

from the basic music education teachers and competent departments. After final refinement, revision and further improvement, a talent training program unique local characteristics that is in line with the actual situation of the region will be formed, which will become an important basis for the pre-service training of music teachers.

C. Building Docking Platform and Coordinating Win-win Development

Paragraph VI of Article III in Guidance Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Applied Universities (JiaoFa [2015] No.7) clearly points out that “establish a platform for cooperation and development of industry enterprises, build cooperative school running and cooperative governance mechanisms in which schools, localities, industries, enterprises and communities participate in together”. Construct a community of pre-service teacher education for colleges, local and basic music education schools. This collaborative education model based on the cooperation between universities, local and primary and secondary schools has greatly promoted the professional knowledge of pre-service teachers and in-service teachers. The advancement of professional literacy and teaching ability has become an important measure to achieve “excellent teacher training” and “teacher professional certification”. In particular, colleges and universities should take the initiative to actively communicate with the local education administrative departments, unblock the dialogue between the three parties, and under the guidance of the documents of the Ministry of Education, formulate relevant documents in light of the actual situation, realize synergy and win-win development, and finally realize the driving and leading of institutional policies, and form a cooperative education platform for vertical connection and horizontal communication between universities, localities and primary and secondary schools.

D. Reconstructing Curriculum Framework and Reforming Teaching Methods

The courses and teaching of musicology (teacher’s education) in colleges and universities are the carrier to achieve the goals of pre-service training of teachers and also are the keys to guarantee and improve the quality of talent training. Through the comprehensive analysis results of learning and research, redesign the curriculum architecture system, clarify the teaching objectives of each course, consolidate the compulsory curriculum structure system, make clear about the teaching goals of each course, compact the curriculum structure of required courses, increase the number of elective courses, integrate the block curriculum groups, supplement the missing course content, and further “realize the docking of professional chain and industry chain, course content and professional standards, teaching process and production process docking.” Take the cultivation of compound, applied and skill-oriented innovative talents as the goal, change the curriculum education teaching methods, and largely use informatization teaching methods, such as online teaching and Moocs, to form an educational teaching method that is compatible with the development of the times

and the actual situation of students. The assessment focuses on the evaluation of process, ability and application, strengthens the application of practical education, establishes the curriculum and teaching system and applied training mode of pre-service music teachers with career demand as the orientation, practical ability training as the focus, and industry-university combination as the way. On this basis, the reform evaluation mechanism will be further reformed, the feedback will be tracked regularly, revised and improved, and the curriculum teaching system and training program that keeps pace with the times will be formed to further improve the quality of education and teaching in colleges and basic music education.

IV. CONCLUSION

Through the analysis on the four main problems existing in the docking of pre-service training of Ningxia music teachers and basic music education, this paper has put forward suggestions and advice for the four aspects to solve these problems, hoping that the pre-service training of Ningxia music teachers can meet the development needs of Ningxia basic music education as soon as possible through constant efforts of different parties, the optimum docking of pre-service talents training and basic music education can be completed, which is the key to improve the quality of pre-service training of Ningxia music teachers and further promote the constant development of Ningxia basic music education. This has important theoretical and practical significance for promoting the steady deepening of the basic music education reform in the whole region and the discipline construction and development of musicology in the colleges and universities, for improving the teaching quality of basic music education and college musicology, for further enhancing the cultural quality of the people in the whole district, the cultural prosperity and development of the Ningxia Inland Open Economy Experimental Zone and the Economic Belt of Silk Road.

REFERENCES

- [1] Music Course Criterion for Full-time Compulsorily Education (Experiment Draft) (2001). (in Chinese)
- [2] Guidance Program of Musicology (Teachers’ Education) Undergraduate Curriculum in National Colleges and Universities (JiaoTiYi [2004] No. 12). (in Chinese)
- [3] Guidance Outline for Required Courses Teaching of Musicology (Teacher’s Education) Undergraduate in National Colleges and Universities (JiaoTiYi [2006] No. 12). (in Chinese)
- [4] Guidelines of the National Program for Medium and Long-Term Educational Reform and Development (2010-2020) (2010). (in Chinese)
- [5] Music Course Criterion for Full-time Compulsorily Education (Revised Draft) (2011). (in Chinese)
- [6] Several Opinions on Improving the Quality of Higher Education in an All-round Way (2012). (in Chinese)
- [7] Opinions on Implementing the Training Plan for Excellent Teachers (2014). (in Chinese)
- [8] Guidance Opinions on Guiding the Transformation of Some Local Ordinary Undergraduate Universities to Applied Universities (2015). (in Chinese)

- [9] Implementation Opinions on Deepening the Reform of Innovation and Entrepreneurship Education in Colleges and Universities (2015). (in Chinese)
- [10] Notice on Several Policies for Supporting the Development of Drama Heritage (General Office of the State Council 2015 No. 52). (in Chinese)
- [11] Opinions on Strengthening and Improving Aesthetic Education in Colleges and Universities in An All-round Way (General Office of the State Council 2015 No. 71). (in Chinese)
- [12] Opinions on Strengthening the Educational Practice of Normal Students (2016). (in Chinese)
- [13] Opinions on Implementing the Inheritance and Development Project of Chinese Excellent Traditional Culture (2017). (in Chinese)
- [14] Notice on the Implementation Measures for the Professional Certification of Normal Colleges and Universities (Interim) (2017). (in Chinese)